



Math Supplemental Curriculum (MSC)

LEA Kickoff Meeting

2/20/2024

Congratulations!!!



MSC Grant Awardees

- We are thrilled to extend our heartfelt congratulations to you on being awarded the Math Supplemental Curriculum (MSC) grant! This recognition is a testament to your dedication to your students' success!

TEA Welcome & Introductions



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Agenda and FYIs for Today's Webinar

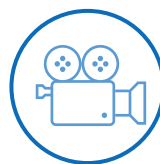
Agenda

1. Welcome/Introductions/
Congratulations
2. Problem and Opportunity Overview
3. Math Supplemental Curriculum
Initiative
4. MSC Providers
5. MSC LEA Requirements Overview
6. Completing the MSC
Acceptance/Decline Survey
7. Closing & Next Steps
8. Questions

FYIs



For questions, please drop them in the **Question and Answer** box.



A recording of this meeting and a copy of the slide deck will be posted on the [LASO 2.0 website](#) soon.

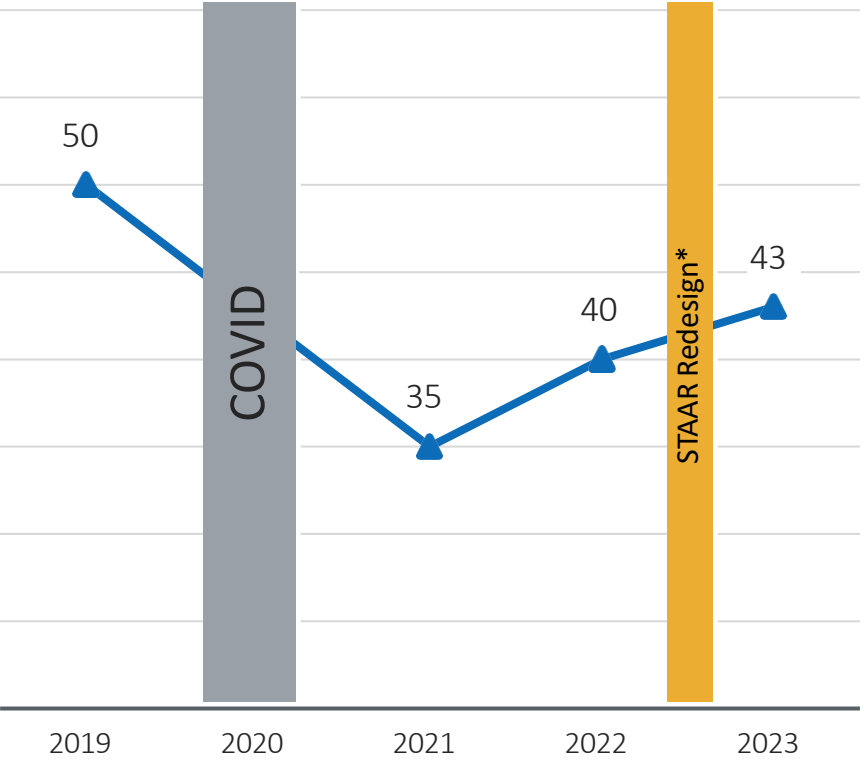


For follow up questions, please email Accelerated.instruction@tea.texas.gov

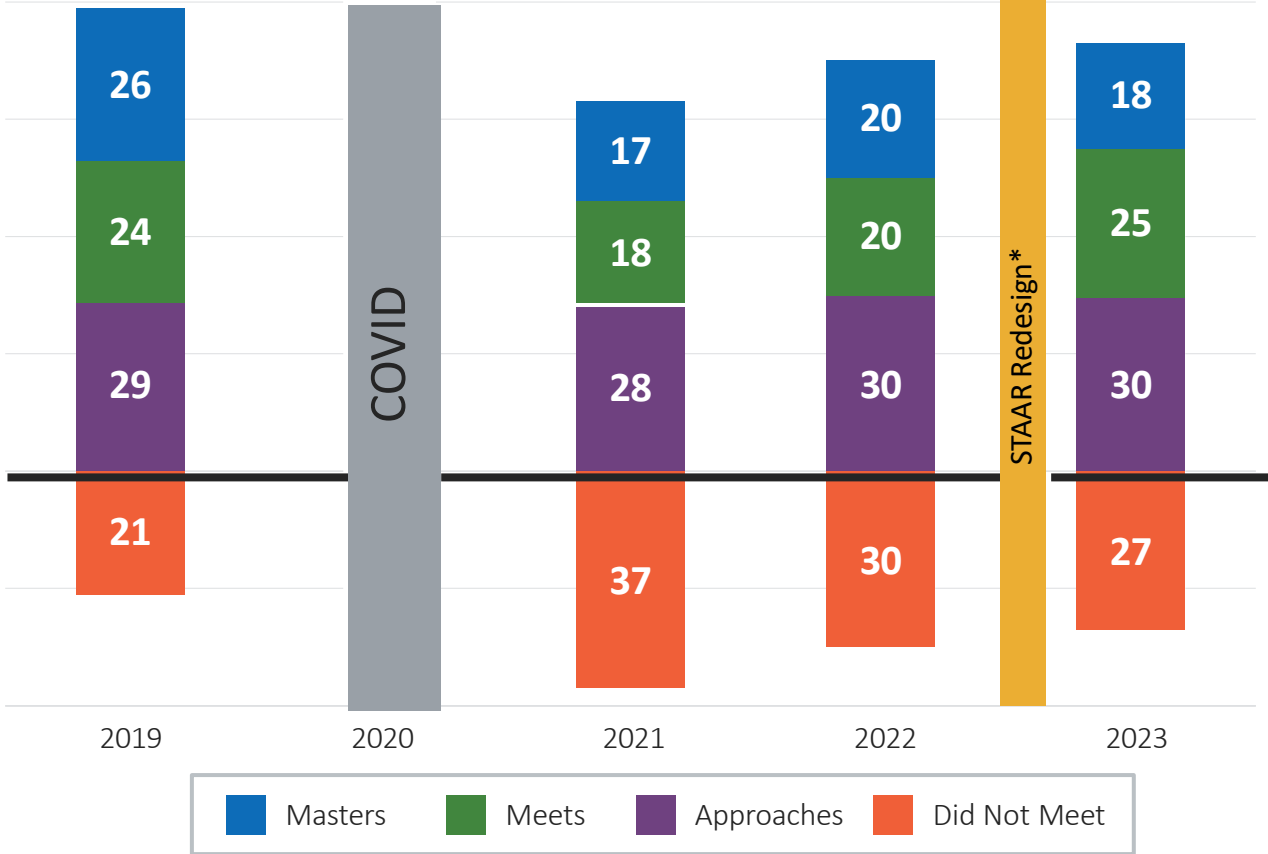
The Problem and Opportunity

Learning Acceleration Needed in Math

Percent of Students that Met Grade Level or Above in Math
(Grades 3-8 & Algebra I)



Percent of Students by Performance Level – Math
(Grades 3-8 & Algebra I)



*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.



Research-Backed Strategies to Support Learning Acceleration

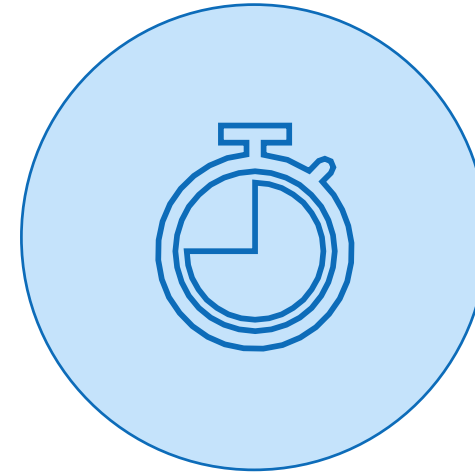


**Rigorous Tier 1
Instructional
Materials**

Recommended Use Cases for
Math Supplemental Licenses



**Blended
Learning
Models**



**High Impact
Tutoring**

Research-Backed Strategies to Support Learning Acceleration



Rigorous Tier 1
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Recommended Use Cases for
Math Supplemental Licenses

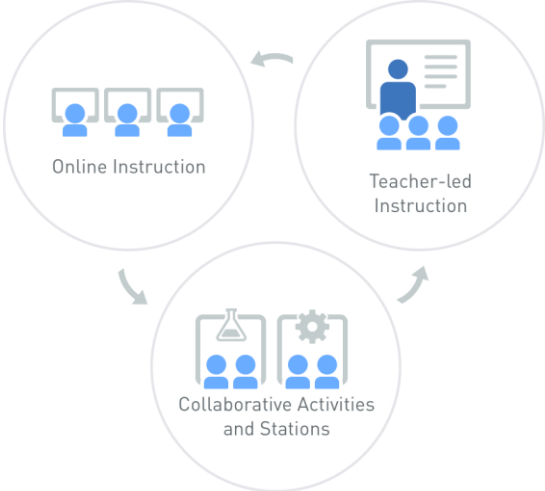
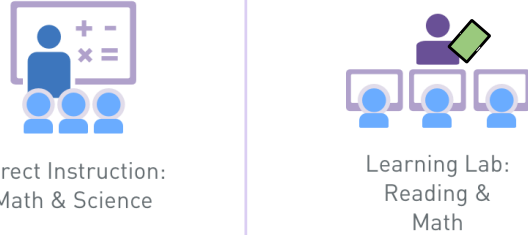
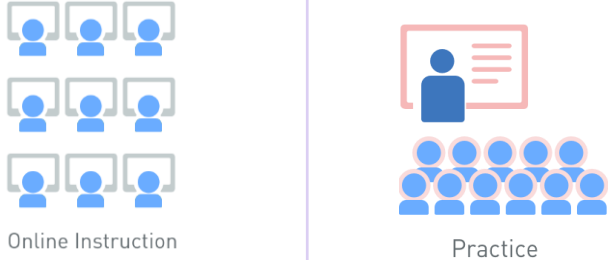


**Blended
Learning
Models**



High Impact
Tutoring

Maximize teacher effectiveness with Blended Learning through different operational models (some approved examples)

Model	Rotation Model <i>Ideal for: Elementary</i>	Lab Rotation <i>Ideal for: Middle School, Small/Rural</i>	Student-Driven Flex Model <i>Ideal for: All Grades</i>
Description	 <p>Online Instruction</p> <p>Teacher-led Instruction</p> <p>Collaborative Activities and Stations</p>	 <p>Direct Instruction: Math & Science</p> <p>Learning Lab: Reading & Math</p>	 <p>Online Instruction</p> <p>Practice</p>
Impact on Teacher Effectiveness	<p>Allows small group direct instruction and individualized and adaptive practice</p>	<p>Adaptive independent practice for all students; Teacher oversight w/ dashboard</p>	<p>High-quality initial exposure to content for all, differentiated support for student practice</p>

In depth blended learning model support available through Blended Learning Grants in LASO

Research-Backed Strategies to Support Learning Acceleration



Rigorous Tier 1
Instructional
Materials

Recommended Use Cases for
Math Supplemental Licenses



Blended
Learning
Models



**High Impact
Tutoring**

High Impact Tutoring Can Support Learning Acceleration

High quality tutoring programs have a few key attributes¹...



Well-trained, consistent tutor (can be a teacher, paraprofessional, teacher candidate) who builds a strong relationship with students



High quality instructional material aligned to standards and core classwork



One-to-one or small group for individualized support (1-to-4 maximum ratio recommended)²



Embedded in the school day or immediately before or after, to maximize student access



At least three sessions per week for sustained support, 30 minutes minimum



Data-driven with tutors building sessions around student strengths and needs

...and can have a significant impact on student outcomes



Additional progress

A 2020 meta-analysis of 96 studies of high-quality tutoring programs found that students made **5 months of additional progress** on average, a large pooled 0.37 effect size³

*“The average effect of tutoring programs on student achievement is larger than the effects found in approximately 85% of studies evaluating education interventions and **equivalent to moving a student at the 35th percentile of the achievement distribution to the 50th**” – Dr. Matthew Kraft, Annenberg Institute, Brown University^{1,4}*

Texas Law Requires Accelerated Instruction



Note: The MSC products are not approved for the HB 1416 list of automated, computerized, or other augmented method (ACAM) for providing supplemental instruction while waiving allowable requirements such as 4:1 ratios.

Texas law requires all students who fail to score approaches or higher on STAAR grades 3–8 or EOC assessments be provided accelerated instruction. This law - established in HB 4545, 87R - was recently updated with the passage of HB 1416, 88R. Qualifying students must be:

- Assigned a **TIA designated teacher** for the subsequent school year in the applicable subject area;
- OR
- Provided targeted instruction in the TEKS for the applicable grade levels and subject area with
 - **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
 - **Limited to two subjects per year, prioritizing math and RLA**;
 - Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;
 - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
 - Provided by a **person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

LASO's Key Learning Acceleration Strategies

LASO 2.0 is grounded in three key learning acceleration strategies

Strategic Planning



Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies

Instructional Materials



Rigorous, **high-quality instructional materials** designed to make up ground and master grade level TEKS

Teacher Pipelines



Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year

More Time



More time for the students most in need, including expanding instructional time in the summer and with targeted **tutoring**

Innovative School Models



Innovative school models to incorporate all aspects of the learning acceleration framework

LASO is providing 10 grant opportunities embedded in three learning acceleration strategies



Instructional Materials

Strong Foundations Planning

Ready to plan in SY24-25 and implement in SY25-26
**RLA/Math planning support*

Strong Foundations Implementation

Ready to Implement in SY24-25
**OER K-5 Math/RLA and OER 6-12 Math high quality instructional material implementation support*

Technology Lending Grant

Ready to Implement in SY24-25
**Tablets, hardware, and internet hotspots for digital instructional materials*

Blended Learning Grant

Ready to Implement in SY24-25
Technical assistance and supplemental curriculum support to design and implementation of a high fidelity blended learning model

Math Supplemental Curriculum Licenses

Launch: Spring/Summer 2024
**PK-12 supplemental online curriculum*

Advanced Placement Computer Science Principles (APCSP)

Ready to Implement in SY24-25
**Curriculum, technology and teacher support APCSP course*



More Time

ADSY Planning & Execution Program: Summer

Ready to Implement in SY24-25
**PreK-5 planning and implementation support to design evidence-based summer learning program*



More Time

ADSY Planning & Execution Program: Full Year

**PreK-5 planning and implementation support for a full calendar and master schedule redesign. Ready to Implement SY 24-25*

Now included as one of the options in School Action Fund!



Innovative School Models

Pathways in Technology Early College High School

Planning Year | SY24-25
 Implementation Year | SY 25-26
**provides opportunities to students to earn certifications*

Early College High School

Planning Year | SY24-25
 Implementation Year | SY 25-26
**provides opportunities to students to access higher ed courses*

School Action Fund

Ready to plan in SY24-25
** support in planning and implementing whole-school models to address chronic underperformance and unmet community needs*



Math Supplemental Curriculum Initiative

Math Supplemental Curriculum Grant (MSC) High Level Overview

Instructional Materials



Rigorous, **high-quality instructional materials** designed to make up ground and master grade-level TEKS

Total Funding Available	\$25 Million
Range of Award	In-Kind Supports Only
Total Grantees	200+ LEAs
Timeline	Ready to Launch for Spring of 23-24; Must start by Fall of 24-25

MSC: Program Description

Purpose:

To provide licenses to LEAs for **high-quality supplemental curriculum in PK-12 math** for learning acceleration settings such as tutoring or blended learning. To participate in this program, LEAs must agree to a set of requirements in **planning** – like product-specific training, submission of a master schedule, and evidence of administrator buy in – and in **implementation** – like providing student access to the curriculum within a given time frame and high-fidelity usage of the product during implementation.

Timeline:

- Launch: Spring/Summer 2024
- Implementation Year 1: 2024-2025 School Year
- Implementation Year 2: 2025-2026 School Year, through February 2026
 - *Note: Funding for this project expires February 2026*

All LEAs are eligible to apply for this grant program. ESCs are not eligible to apply. This program is authorized through ARP ESSER III.

MSC: Logic Model and Requirements

1. Get Leadership Support, Plan for Implementation

- Submit Supt, Campus Admin, IT approval
- Submit schedules and data monitoring plan with enough time to use selected product
- Participate in vendor-led training
- Request licenses

2. Provide Student Access to HQ Products

- Roster students
- Support student logins
- Support initial implementation

3. Use Curricula with Fidelity and Continuously Improve

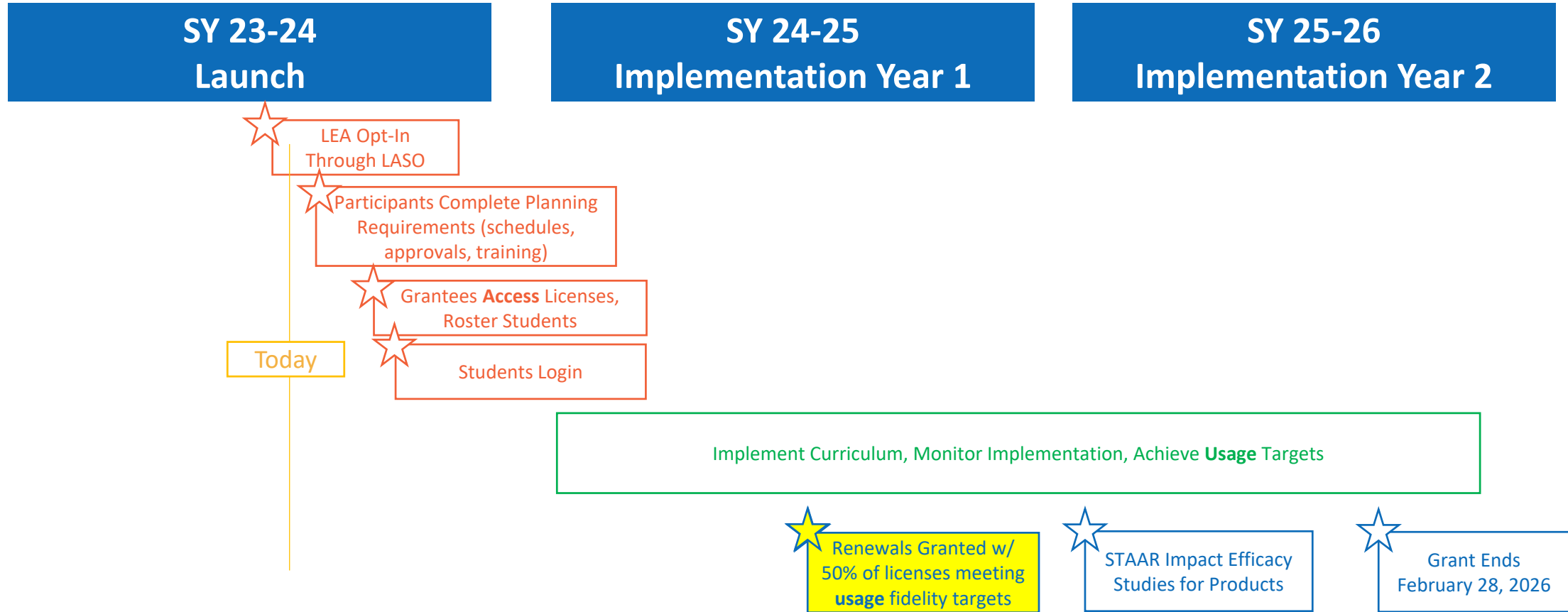
- Refine implementation, continue training
- Meet product-specific usage targets aligned to STAAR impact evidence



Because planning, training, access, and high-fidelity usage are necessary to see an impact on student achievement, TEA will monitor these as assurances throughout this grant program.

Math Supplemental Curriculum (MSC) Full Timeline

Key
■ Planning Req
■ Implementation Req
■ TEA Action



Year Two: License Continuation

■ Year Two Prioritization

- TEA will prioritize licenses for the 2025-2026 school year based on LEAs with the highest fidelity usage of provided products, at or above a minimum threshold of 50% of students meeting product-specific fidelity targets. Year two prioritization may result in LEAs being able to maintain, have licenses reduced or revoked, or, in some cases, increase licenses based on usage data.
- Examples of fidelity targets typically include:
 - >60 minutes/week or
 - >3 lessons/week

Rationale: Through this initiative, TEA is seeking to best align dollars spent on licenses with student outcomes. If students aren't using the provided licenses at or near the recommended usage requirements, TEA will re-purpose the licenses for other LEAs.



MSC Providers

MSC Provider Overview

*To receive licenses for year 2, LEAs must meet this threshold: See the [SAPL](#) for additional dosage details.

Provider	Grade Coverage	Usage Threshold*
<u>Age of Learning/My Math Academy</u> Support : Texas@aofl.com	PK-2	20-30 minutes per week
<u>Carnegie Learning/MATHia</u> Support: Sdoran@carnegielearning.com	6-8, Algebra I & II, Geometry	20 minutes per week
<u>Curriculum Associates/i-Ready</u> Support: CSalinas@cainc.com	K-8	30-49 minutes per week
<u>IXL</u> Support: Texas@ixl.com	PK-12	25-30 minutes per week
<u>MIND Education/ST Math***</u> Support: sconsilio@mindeducation.org	PK-8	PK/TK: 30 minutes per week K-1: 60 minutes per week 2-8: 90 minutes per week
<u>Zearn***</u> Support: info@zearn.org	K-8	60 minutes per week

*** Requires a commitment of a minimum number of licenses to be used



All providers are part of Math Innovation Zones (Blended Learning Grant), some usage metrics may vary specific to those programs.

Provider Selection

- There will be a limit of two providers per campus unless full grade-level coverage can't be met by two providers (must be approved by TEA).

A few reminders:

- To select a provider that has a campus-wide license, the campus must commit to using the campus-wide license with at least 225 students per campus, or if a campus has less than 375 students enrolled in covered grade levels, 60% of students enrolled in covered grade levels must use licenses in order to be considered for campus-wide licenses.
- LEAs must select a provider or providers; however, fulfillment of requests is contingent upon license availability and is on a first-come, first-served basis.

Provider Matching Process

- TEA will begin matching LEAs with providers on a rolling basis as surveys are completed.
- The sooner you complete your survey, the sooner you will be matched with your provider(s).
- In the event licenses are no longer available from a particular provider, LEAs will be contacted directly.

Virtual Provider Fair & Provider Office Hours

■ **Optional: Virtual Provider Fair**

- 10:00-11:15 A.M. CST on February 22nd
- TEA will be hosting this event showcasing each provider and their curriculum offerings. This optional event will provide insight to help you select a provider that best meets the needs of your campus(es)/district.
- Please register via the link [HERE](#).

■ **Optional: Provider Office Hours**

- More to come from providers with date, time, and links.
- More detailed information about each provider is also available in the [LASO State Approved Provider List](#).
- If an LEA chooses not to use any available product, the LEA may opt out of this in-kind grant by declining in the survey.



MSC LEA Requirements Overview

Key Commitments Overview & Guidelines

What LEAs agreed to when applying:

- General grant compliance with fiscal and grant guidelines and additional programmatic requirements
- Agree to the assurances
 - Organizational acknowledgment-
 - Campus-level administrator, District IT director, Superintendent (for application submission)
 - Designation of an LEA lead sponsor, Campus-level lead (submit via survey)
 - LEA implementation plan developed and shared
 - Campus info contact for licenses and training (submit via survey)
 - Schedules for when licenses are to be used (details coming soon)
 - Student data monitoring plan (details coming soon)
 - Attend all required trainings (including ensuring facilitators are trained)
 - Request only licenses that will be accessed and used
 - Failure to access licenses and hit usage requirements may result in a loss of licenses during the grant.

Terms:

Rostered: Student has access to the product through individual or group logins. Rostered does not mean that a student has logged in to the product.

Accessing: Student has logged in to the product at least once.

Usage: The degree to which students are meeting the provided fidelity of implementation target (i.e., >60 minutes or >3 lessons/week) as defined by TEA communicated criteria for each provider.

Rostering Info

- Providers are required to collect Texas Student Data Systems (TSDS) unique 10-digit student ID when rostering students. Please work with your IT department to ensure the correct student IDs are included with rostering information.

MSC Timeline

Key
Required
Optional
FYIs

- MSC Survey emailed to Superintendents | February 20th
- MSC LEA Kickoff Meeting | February 20th
- MSC Provider Fair | February 22nd
- TEA's MSC Survey Office Hours | February 29th
- MSC Survey Closes | March 29th @ 5:00 P.M. CST
- Notice of Grant Award Sent to Grantees | Before April 30th

- Data Monitoring Plan Submission | by 30 days after start date
- Sample Schedule Submission | by 30 days after start date



Completing the MSC Acceptance/Decline Survey

What to Expect When Completing the MSC Survey

- Surveys to accept/decline the grant and provide additional information for grant implementation went out today.
- Surveys are due by **5:00 P.M. CST on March 29th.**
- Only one survey should be completed per LEA.
- Surveys are not able to be saved before submission. Please be prepared to complete the survey in one sitting. Depending on how many campuses will be utilizing licenses, surveys may take a few hours to complete.
- Be sure to collect the needed information ahead of opening and completing the survey.

What to Expect When Completing the MSC Survey

- You **must not exceed** the number of awarded licenses indicated in your award letter when completing your survey (you may indicate less but not more).
- The sooner you can complete your survey the better, especially if you need assistance with any technical issues.
- The survey is the **only way** we can accept grant acceptance/decline information. Worksheets or other emailed items will not be accepted or count as acceptance/decline of the MSC grant/licenses.

Survey Overview

- Surveys are due by **5:00 P.M. CST on March 29th (Failure to complete the survey is a decline.)**
- You will need the following information to complete the survey:
 - Number of licenses awarded to your LEA (see award letter from February 8th)
 - Campus Specific Information:
 - Total Campus Enrollments
 - Provider(s) selected
 - Number of licenses needed per grade level
 - Anticipated Start Date
 - Campus license utilization plan (tutoring, blended learning, after school, summer)
 - Campus level contact information

Math Supplemental Curriculum (MSC) Survey Walkthrough

Welcome

Welcome to the Learning Acceleration Support Opportunities Math Supplemental Curriculum (MSC) License Acceptance/Decline Survey.

Congratulations on being awarded MSC licenses. The purpose of this survey is to collect additional information from each awarded LEA to best match the needs of the LEA with the appropriate [state approved provider\(s\)](#). You will need the award letter that you should have received on February 8 to complete this survey. TEA will then send the submitted license survey information to vendors as we receive them. The completion of this survey will also serve as documentation of acceptance or decline of the MSC award. Failure of an LEA to complete the survey by the due date will result in default decline.

→ Save and Next

Math Supplemental Curriculum (MSC) Overview

General Information

Please select the ESC region that serves your LEA (Refer to this [list](#) to identify the ESC serving your LEA)

1. ESC Region

2. LEA Name and CDN

Contact Information

3. Enter the Name, Role, and Email and Phone Number of the LEA employee who is completing this survey on behalf of the LEA.

LEA Employee Name (Last name, First name)

LEA Employee Role

LEA Employee Email

LEA Employee Phone Number (xxx-xxx-xxxx)

Extension Number (optional)

Math Supplemental Curriculum (MSC) Survey Walkthrough

Assurance Agreement

By completing and submitting this form you are accepting the in-kind support of MSC licenses.

4. Does your LEA commit and is willing to accept these licenses and the requirements as outlined in the submitted grant application?

Yes

No

← Back

→ Save and Next

- Selecting “Yes” on this screen accepts the grant. Selecting “No” on this screen declines the grant.
- Declining the grant means no licenses will be allocated to your LEA and you will be removed from further grant communications.

Math Supplemental Curriculum (MSC) Survey Walkthrough

Math Supplemental Curriculum (MSC) Questionnaire

Campus #1

12. Please select a Campus name

13. If your campus name(s) were not on the list above, please provide the Campus Name and CDCN

(Note: To enter non-listed campus(es) details, please enter one campus name and CDCN at a time)

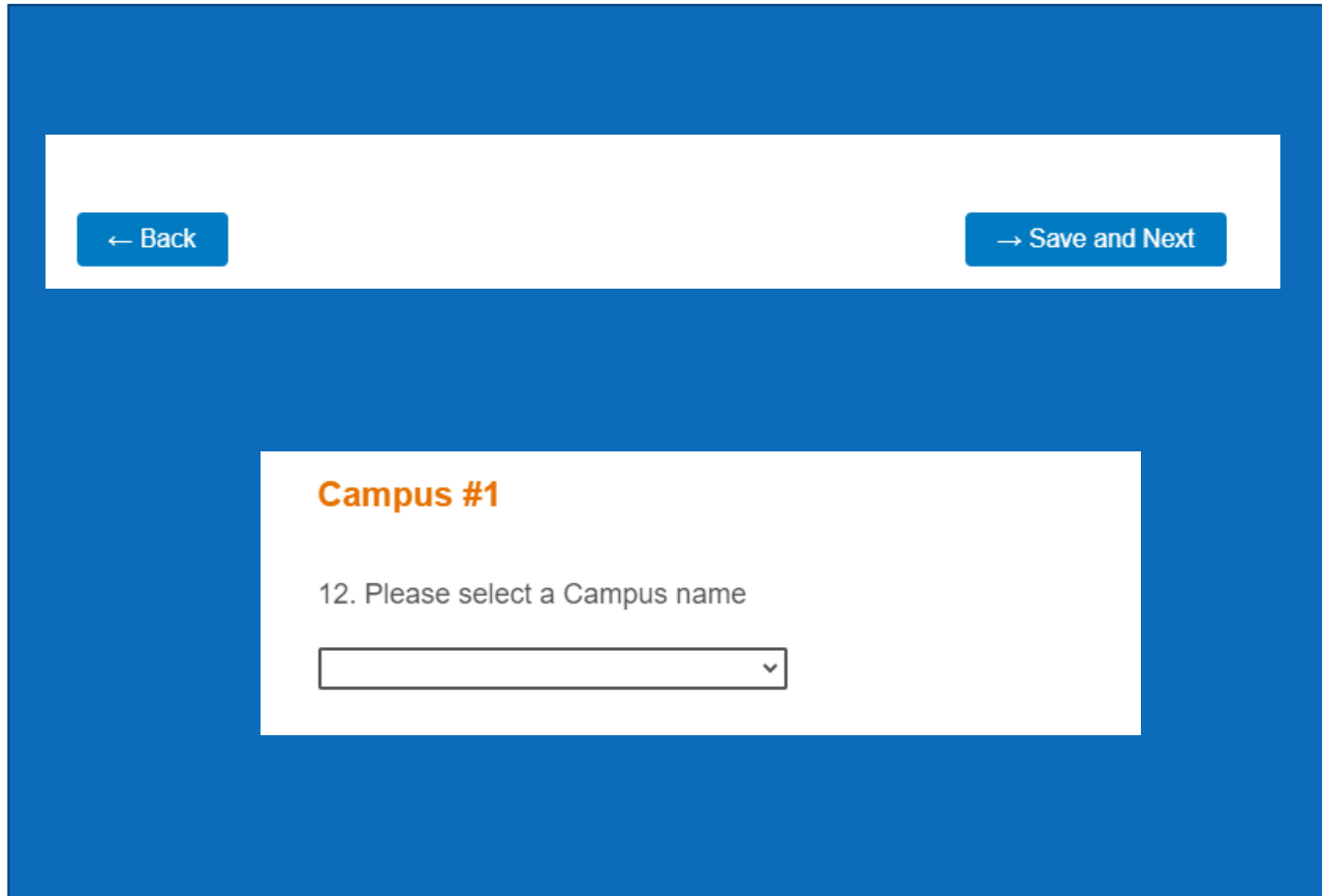
15. Total number of licenses requested for this campus

16. Please select Provider A

17. Out of total licenses requested for this campus please select appropriate grade and number of licenses intended to be used thru Provider A at that grade level.

Pre-K:	<input type="text"/>
Kindergarten:	<input type="text"/>
1st grade:	<input type="text"/>
2nd grade:	<input type="text"/>
3rd grade:	<input type="text"/>
4th grade:	<input type="text"/>
5th grade:	<input type="text"/>
6th grade:	<input type="text"/>
7th grade:	<input type="text"/>
8th grade:	<input type="text"/>
9th grade:	<input type="text"/>
10th grade:	<input type="text"/>
11th grade:	<input type="text"/>
12th grade:	<input type="text"/>
Other:	<input type="text"/>

Math Supplemental Curriculum (MSC) Survey Walkthrough



The screenshot shows a survey interface with a blue background. At the top, there are two buttons: a blue button with a left arrow and the text "Back", and a blue button with a right arrow and the text "Save and Next". Below these buttons, there is a white box containing the text "Campus #1" in orange. Underneath, it says "12. Please select a Campus name" followed by a white dropdown menu with a small downward arrow on the right side.

Note: If you utilize the “BACK” feature within the survey, the Campus Name will need to be re-selected from the drop-down menu.

Math Supplemental Curriculum (MSC) Survey Walkthrough

Closing

Signature
Official submission of this application requires a signature.

Note to the LEA Grantee Official:
By signing this application, I acknowledge that I have read the inputs in this application and confirm all the responses included in this application.

×

SIGN HERE

clear

[← Back](#) [Submit](#)

- This is the last page of the survey. Please be sure to complete all prior pages before submitting.
- After submission, TEA will begin the provider matching process.

Math Supplemental Curriculum (MSC) Notice of Grant Award (NOGA) Overview

- For LEAs that accept the MSC grant via the MSC survey, you will receive an email containing a Notice of Grant Award document no later than April 30th.
- This document will detail your grant allocations.
- LEAs are not required to sign or send this notice back; it is an FYI only.
- Please retain the document for your records.

Math Supplemental Curriculum (MSC) Notice of Grant Award (NOGA) Overview

Texas Education Agency
Supplement to In-Kind Award

+	1	Subrecipient Name PCA Academy 101 School Ln Malibu, California 90263	2	Subrecipient Unique Entity Identifier UEI (SAM): {123456789} CDN: {123456}
	3	Subrecipient Information		
		Grant name:	LASO – Math Supplemental Curriculum	
		Subaward period of performance start and end date:	See Program Guidelines	
		Amount of federal funds obligated by this action:	10420	
		Total amount of federal funds awarded:	9378	
		Indirect cost rate:	8.20%	
		De minimis indirect cost rate:	Not applicable	
		Research and development grant:	Not applicable	
	4	Subrecipient Terms and Conditions		
		<p>(1) Grant program requirements</p> <ul style="list-style-type: none"> (a) Incorporated by reference in General and Fiscal Guidelines (b) Incorporated by reference in Program Guidelines (c) Incorporated by reference in General Provisions and Assurances (d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable) <p>(2) Additional requirements Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable</p> <p>(3) Access to subrecipient records Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.</p> <p>(4) Closeout of subaward</p> <ul style="list-style-type: none"> (a) Incorporated by reference in General and Fiscal Guidelines (b) Incorporated by reference in Program Guidelines 		

Closing and Next Steps

TEA Office Hours

Office Hours are an opportunity to receive further technical support & high-level guidance. Office hours topics can include technical assistance (accessing & submitting the Qualtrics survey), referrals to TEA resources, and high-level reviews of dates, timelines, and estimated funding.

Examples:

- An LEA is having trouble accessing or filling out the Qualtrics survey and attends for assistance.
- An LEA wants to ensure the timeline of a LASO initiative aligns with current district programs.

TEA Office Hours will take place on:

February 29th | 1:00-2:00 P.M. CST [Registration Link](#)



Next Steps

- Attend the Provider Fair (optional)
 - February 22nd | 10:00-11:15 A.M. CST [Registration Link](#)
- Participate in TEA's MSC Office Hours (optional)
 - February 29th | 1:00-2:00 P.M. CST [Registration Link](#)
- Complete the Survey (Custom link sent to Superintendent) (required)
 - Due March 29th, 2024 5:00 P.M. CST.
- Submit Sample Schedules (details to come)-Due no later than 30 days after start date. (required)
- Data Monitoring Plan (details to come)-Due no later than 30 days after start date. (required)

IMPORTANT REMINDERS

- ❖ Providers are required to collect Texas Student Data Systems (TSDS) unique 10-digit student ID when rostering students.
- ❖ Surveys need to be completed in one sitting. Be sure to collect all needed information prior to beginning the survey.
 - LEAs with many campuses needing licenses may need to allot a few hours.
- ❖ Providers and LEAs will be matched on a first come, first served basis.
- ❖ You cannot request more than your allotted licenses. Be sure to reference your award letter.
- ❖ **Grant Assurance: SY 24-25 Year 1 consideration:**
 - When selecting a start date, licenses not accessed by October 31, 2024 can result in a reduction in non-accessed licenses or possible removal from the provider selected if zero access has occurred. Please be sure to allow time for rostering/ training before this date so students can log in and access issued licenses before this time. (This could risk the LEA's removal from the MSC grant)

Points of Contacts

MSC Points of Contact & Resources

- Crysta Workman, Texas Tutoring Specialist
- accelerated.instruction@tea.texas.gov
- LASO 2.0 [webpage](#)
- Accelerated Instruction [webpage](#)

General Grant Questions

- LASO@tea.texas.gov



Questions?

Frequently Asked Questions

What is an implementation plan and what should be included in one?

- At a minimum, the grantee will maintain and submit to TEA an implementation plan that contains the following:
- LEA contact for the license implementation
 - a. Acknowledgments from campus administrators where the MSC licenses are to be used (answered via the survey)
 - b. Campus information and contact for license implementation (answered via the survey)
 - c. Total licenses required for each campus (answered via the survey)
 - d. Schedules for dedicated time and use case for allocated licenses (details to come)
 - e. A data monitoring plan for student progress as well as usage monitoring at the campus and district level (details to come)
 - f. Planning and intended use of these licenses in a summer program (answered in application)

What if I want to reduce or increase the number of licenses requested from the application?

- After award notifications have been sent, license requests will be considered on a case-by-case basis at the discretion of the program staff.

What if a portion of our students do not access (log into) licenses we have requested?

- This may cause a reduction in licenses for the duration of the grant.

What if a portion of our students do not meet minimum usage requirements?

- This will decrease the grantee's priority in renewal for year 2 and may reduce overall licenses that are provided.

What if we don't like the products that TEA selects? Can we opt out? (when is the last date to opt out?)

- Available provider information can be found in the SAPL Deck. If an LEA does not like any of the products, they can decline the award for MSC licenses via the survey.